







## Foreword

The Colourful world of children is full of excitement and spectacular thoughts! Their imaginative power can even attract the wild creatures to accompany them in a friendly manner. Their enthusiasm and innovative prescription can even trigger the non-living entities and enchant the poetic Tamil. It is nothing but a bundle of joy blended with emotions when you travel into their creative world.

We have tried our level best to achieve the following objectives through the new Text Books by gently holding the tender hands of those little lads.

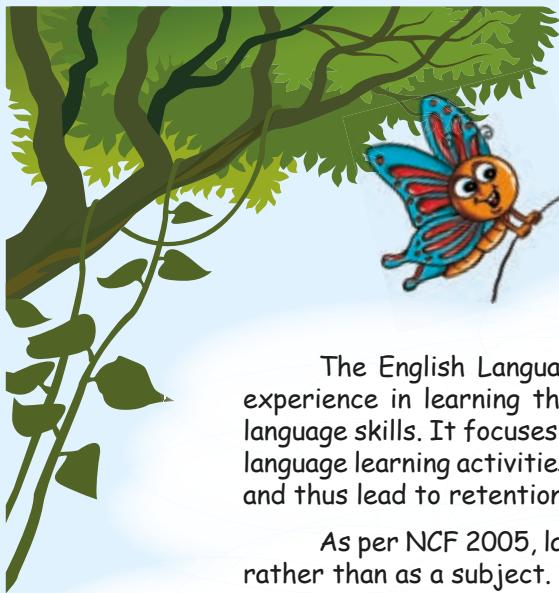
- To tune their mind away from rote-learning and guide them into the world of creativity.
- To make the children be proud of their ancient history, culture, art and rich Tamil literature.
- To march triumphantly with confidence into the modern world with the help of Science and Technology.
- To facilitate them to extend their journey of learning beyond the text book into the world of wisdom.

These new Text Books are studded with innovative design, richer content blended with appropriate psychological approach meant for children. We firmly believe that these newly designed text books will certainly create a sparkle in your mind and make you explore the world a fresh.





## Preface



The English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and engaged practice in the language and thus lead to retention.

As per NCF 2005, language is learnt when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allows the teacher to focus on time management in multi-level classrooms.

## How to use the book

- The first term English Book for Standard I has three units
- Each unit is planned **for a month**
- The characters **Valli and her pet Chittu** introduce the theme of each unit
- Each unit is designed around **child friendly themes** namely pets, play and family

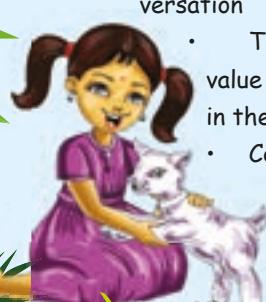
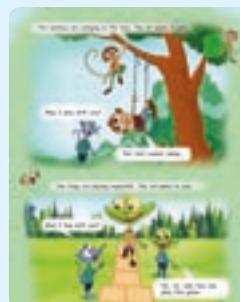


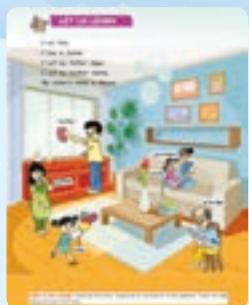
### Unit - 1

- Any language learning is meaningful, when it is put into a familiar and personalized context
- Children like to keep dogs, cats, birds, kids etc., as **pets**. In this unit, Mullai along with her pet Mighty explores the names of things she finds on her way
- The teacher should encourage the children to **talk about their pets** and what their pets do

### Unit-2

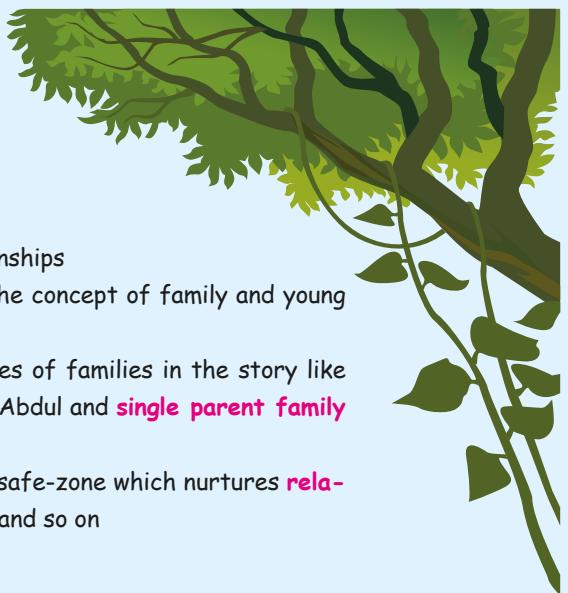
- Children love to play. In this unit, children will enjoy their favourite animals playing games
- The **comic strip**, helps children explore and talk about various games played by the animals. Teachers should encourage and lead the conversation
  - The teacher could take this opportunity to highlight the value of **Inclusion** among children as characterized by the rat in the story
  - Colours are explored in a fun story which will appeal to children



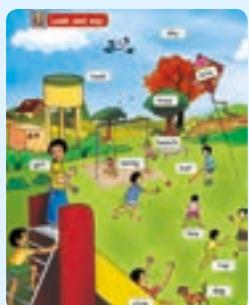
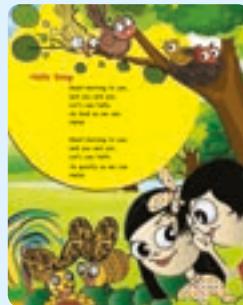


### Unit-3

- Parents and **family** form a **child's** first relationships
- As children are attracted towards animals, the concept of family and young ones is introduced through animal families
- The teacher has to talk about different types of families in the story like the **large family** of Nila, the **small family** of Abdul and **single parent family** of Mary
- The teacher has to highlight that family is a safe-zone which nurtures **relationship, bonding, togetherness, care, love** and so on



- Every unit starts with a **colourful, pictorial Warm Up page**
- The **Look and Say** can be used to develop vocabulary and speaking skill
- The letters of the **alphabet** have to be introduced in context either through a **story** or a **song**. The sounds of the letters are to be taught through **phonics**.
- Tracing strokes, curves** and letters can be used for pre writing activities
- Word wall can be used to learn sight words and key words of each lessons



- Circle time** provides opportunity for the teachers to teach the **language structures** through games and play.
- Circle time develops **listening** and **speaking skills**.
- The activities in the **Think Zone** can be used for promoting **higher order thinking**.
- Let us understand** can be used to move from simple to more **challenging tasks** giving guided help for comprehension
- I can do** can be used for **oral assessment** and reading.

### Learning Outcomes

- It is a **moment of pride** for children as they colour each apple in the tree
- This **self assessment tool** helps boost their **self confidence**
- It is also **diagnostic page** for the teachers to ensure each student has attained the expected **learning outcomes** in each unit



### Lets use the QR code in the text books ! How ?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone
- Open the QR code scanner application
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen. Click the url and goto the content page.





Ebook



Assessment



Digi Links



## INDEX

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## My Pet



My name is Valli.  
This is my pet, Chittu.  
Do you have a pet?



## Let us sing



6J19xQ



**Note to the teacher:** Have students say hello loudly in the first stanza, quietly in the second stanza. This needs to be practised frequently in class to emphasize greetings.





## Hello Song

Good morning to you,  
and you and you.  
Let's say hello  
As loud as we can.  
Hello!

Good morning to you,  
and you and you.  
Let's say hello  
As quietly as we can.  
Hello!





## Let us learn



## On my way

Hi, you are pretty!  
What is your name?

Hi, I am Daisy.

Hello Daisy, my name is Sweety.



6JA5ZD

I am Mullai.  
What is your name?

I am Butterfly.

Hey, you are so colourful.





## Alphabet Story



### A Happy Jungle

The **A** is in its hill.



The **C** is on the tree.



The **E** is in the forest.



The **G** is in the shed.



The **I** is in the lake.



The **B** is in its cave.



The **D** is in its house.



The **F** is in its hole.



The **H** is in the farm.



**Note to the teacher:** Read out the story. Emphasize on the letters of the alphabet.  
Teach the ABC song and sing it with them.





## Let us sing



Come little children, come to me

I will teach you ABC

ABCDEF<sup>G</sup> HIJK LMNO<sup>P</sup>

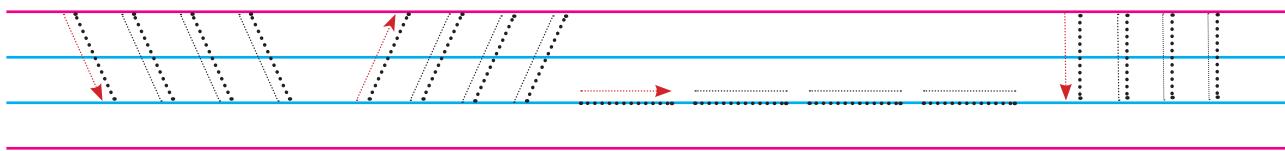
LMNO<sup>P</sup>QRST UVWXYZ



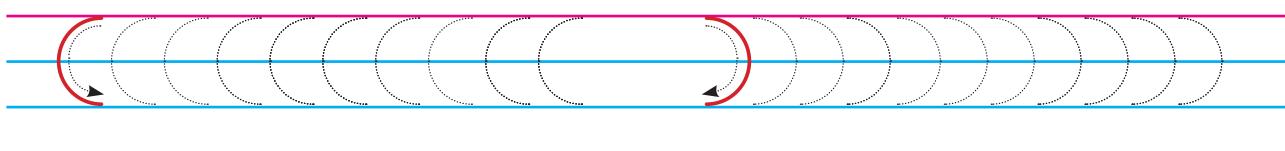
## Let us write



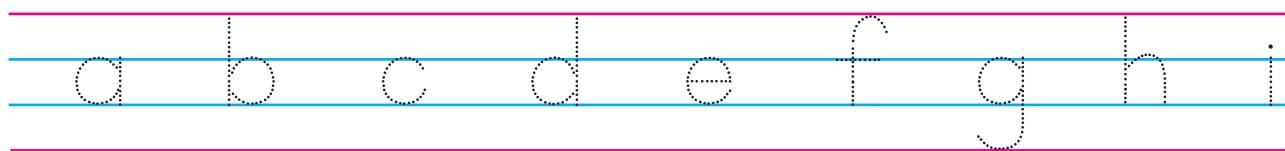
Trace the strokes.



Trace the curves.



Trace the letters.





## Look and say





**Note to the teacher:** Practise vocabulary using the picture. Ask students to name the things in the picture and point to the same items in the classroom.





## Circle time - Let us talk

What is it?



Divide the class into two groups A and B. Ask one child in group A to hold an object/picture flashcard (pen, pencil, book, notebook etc.) and the children in group B ask, "What is it?" Have Group B reply, "It is a book." Continue with other objects.

It is a book



## Let us practise



Read aloud.

It is a



It is a



It is a



It is a



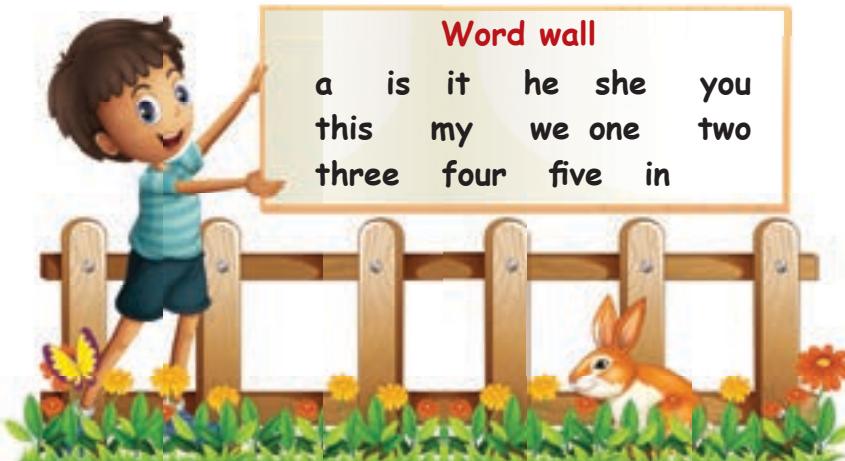
It is a



It is a



## Let us do



### Word wall activity

Say it.... shout it....

Display the words on the board and have them in chits.

Put the chits in a box.

Ask a child to take a word chit.

Encourage him/her to say the word aloud and have other children repeat it a few times.

Say it again and encourage children to shout out the word. Practise all the words similarly.





Let us learn



My Pet

Mullai meets her friends on the way.

Hey Sweety, Meet my friends  
Ahamed and Andy.

Hi, Mullai.

Ah, Who is this?

This is Sweety.  
He is a kid.  
He climbs and jumps.  
He eats grass.  
He loves fruits.  
He eats bananas,  
leaves and roots.

**Note to the teacher:** Read out the story and get children to name the things and asking their friends' names in the picture. Ask questions about their pet and allow children to respond in the home language too.





4 birds

1 Sun



3 clouds



2 kites

Mullai and Mighty walk along the farm.  
They see...

5 bees





They also see

two squirrels

one cat

five dogs

four frogs

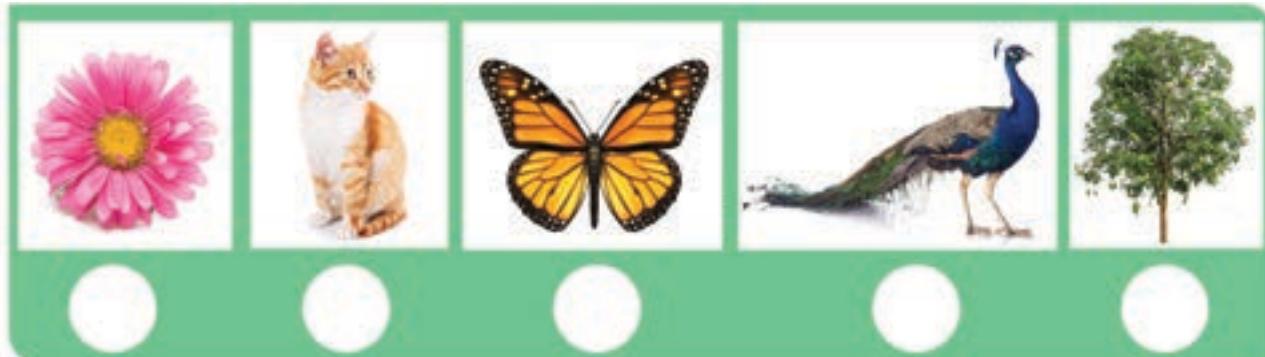
three rats



## Let us understand



Mullai walks along the farm. What does she see there? Tick them.



Count and tick (✓).



three



four



one

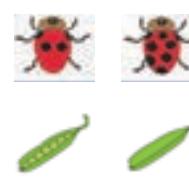
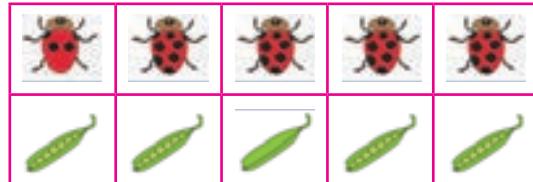
two

two

three

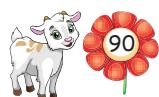


Think Zone - Circle the odd one



Listen, think and say.

1. Do you have a pet?
2. What is it?
3. What is its name?
4. What does it eat?
5. How do you play with it?





## Let us say

Listen to the sound and repeat.



a

t

p

n

Listen and say.

a

as in



t

as in



p

as in



n

as in



Blend and say.

a n ⇒ an

a t ⇒ at

p a n ⇒ pan

t a n ⇒ tan

t a p ⇒ tap

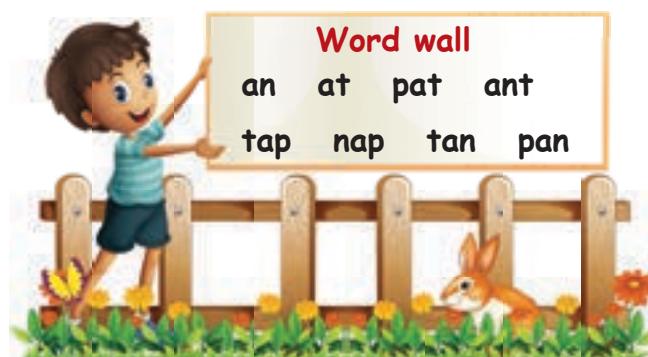
n a p ⇒ nap

p a t ⇒ pat

a n t ⇒ ant



## Let us do



### Word wall activity

#### Word Relay

Display the flashcards of words on the board. Invite a child to come forward and whisper the word. Have him/her say it to the class. Make the class repeat it. Continue with another student. Make him/her say a new word along with the previous one. Have the class repeat it. Continue till all the words are practised.

**Note to the teacher:** Show the flash cards of the letters. Say the sound of each letter aloud and get children to repeat it. Say the sounds as follows:  
a /a/   t /t/   p /p/   n /n/





## Let us practise



Read aloud.

It is an ant.



It is a tap.



It is a pan.



It is a top.



It is a pot.



It is a nut.



Help the bird reach its nest. Follow and colour 'a' sound words.



pan

tan

nap

pin

bin

put

fin

pot

tap

ant

axe

fan

ban

pat

hit

hot

fat

bud

cot

cap

hat

cat

bat

can

nap

tab

cab



Say aloud.



Ant had a nap

on the tap

tap...tap...tap

Ant had a nap

on the pan

pan...pan...pan





## I can do



### I. Listen and say.

- What is your name?
- Who is Mullai's pet?
- What flower do Mullai and Mighty see?



### II. Read aloud.

ant

pan

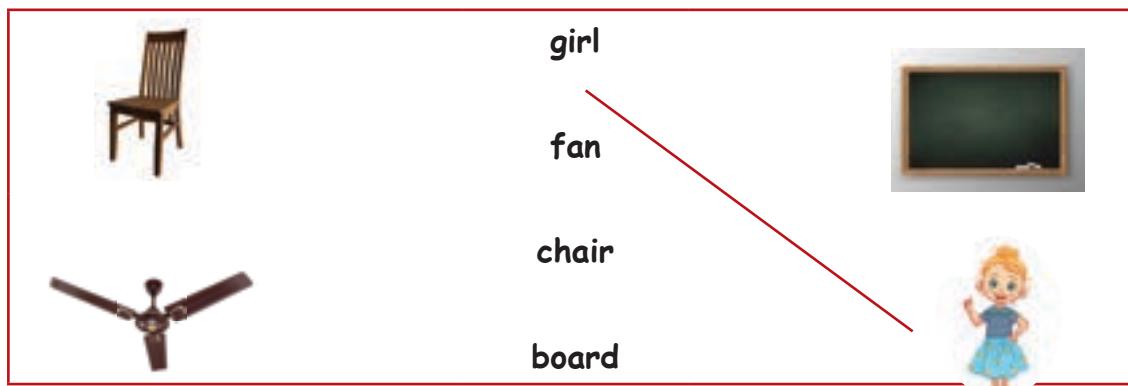
an ant

a pan

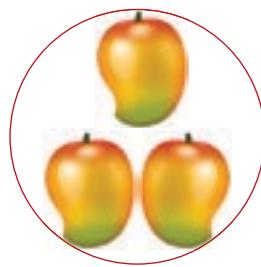
It is an ant.

It is a pan.

### III. Look and match.



### IV. Tick the right one.



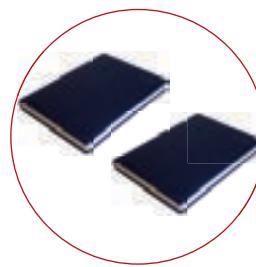
three

four



one

two



two

three

### V. Write the missing letters.

A

C

E

G

I

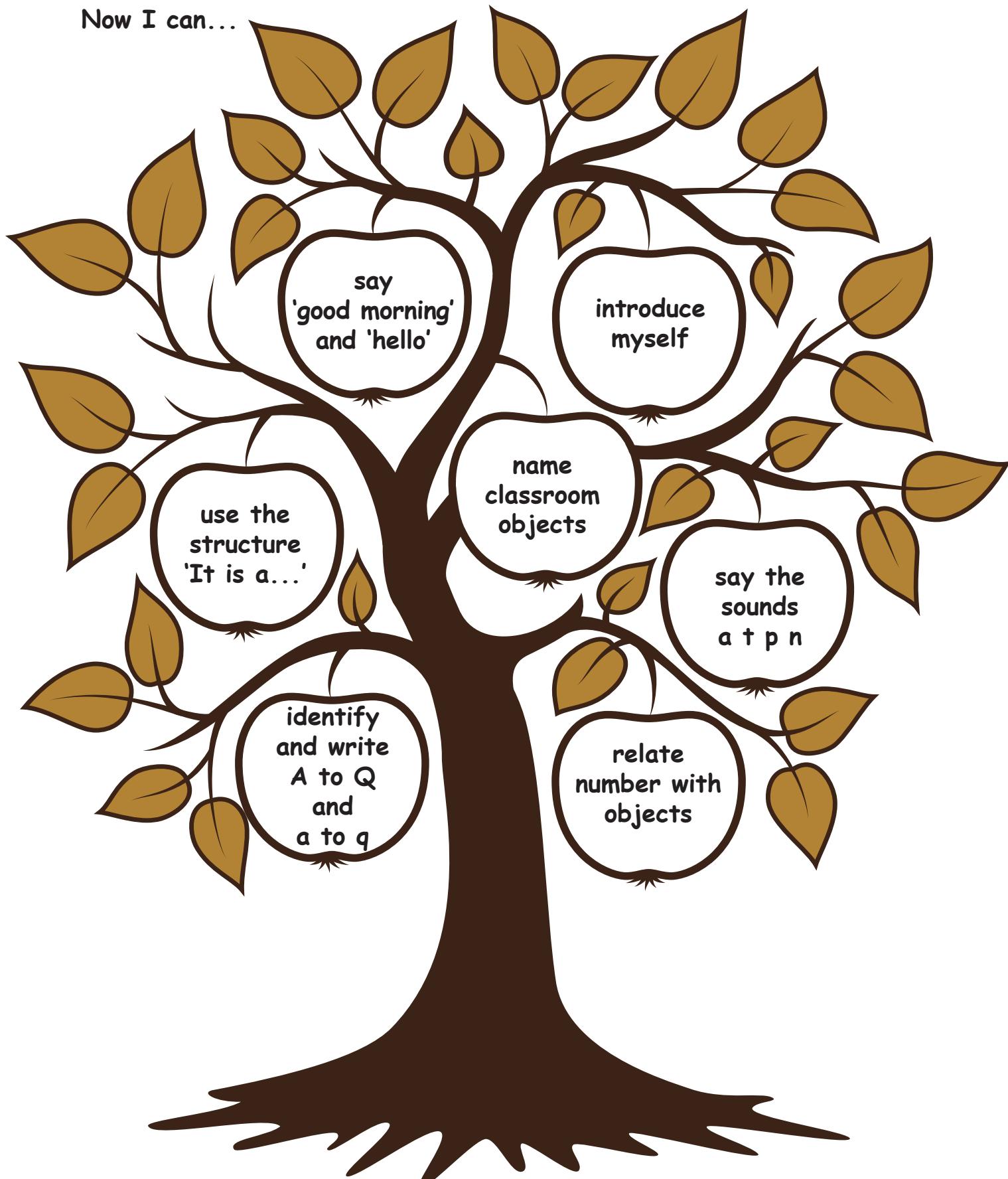
### VI. Recite any one of the poems from the lesson.





## Learning outcomes

Now I can...



**Note to the teacher:** Ask children to colour the apple when they achieve the learning outcome.



## Play Time

I like to play with Chittu.

Do you like to play with your friends?



Look and say

sky



tank

tree

kite

girl

bench

swing

bat



boy

top

slide

dog

Note to the teacher: Practise vocabulary using the picture. Ask students to name the things in the picture.







## Let us sing



Clap your hands  
Stamp your feet  
Skip and run  
And turn around.



Clap your hands  
Stamp your feet  
Hop and jump  
And turn about.



Clap your hands  
Stamp your feet  
Bend and stretch  
And play a game.

Come, let us play together and have fun.



## Circle time- Let us play



Display the flashcards with pictures of toys.  
Have children look at them and then remove them.  
Make students recall the objects.

**Note to the teacher:** Sing the song with actions. Have students listen and do the actions first, then follow the song with the teacher.





The dogs are playing cricket. The rat wants to join.

Let us learn



The rabbit is flying a kite. The rat wants to join.



May I fly your kite?

But I have only one.





The monkeys are swinging on the tree. The rat wants to join.



The frogs are playing hopscotch. The rat wants to join.





The rat is building a sandcastle. Everyone wants to join him.

I will play alone.

Hey, Look at that! A sandcastle!

Shall we join him?

The rat invites everyone to play with him.



Let us play together.

Playing together is always fun.

**Note to the teacher:** Encourage children to learn the names of different games they play. Focus on using 'sorry' in various contexts.





## Let us understand



A. Listen to the teacher and tick (✓) the correct picture.



B. Circle the right word.



bat / swing



marble / ball



kite / ball



kite / swing



sandcastle / bat



bat / ball

C. Listen, think and say.

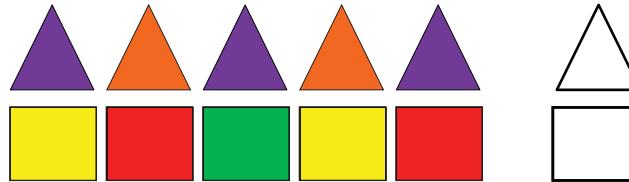
1. Who flies a kite?
2. Who has a bat?
3. Who builds a sandcastle?
4. Who do you like in the story? Why?
5. Do you like to play alone or with friends? Why?



★ Text for Listening



Think zone - What comes next?



Note to the teacher: A boy plays on the swing. A girl flies a kite. Some children play hopscotch. Some children build a sandcastle.

# Alphabet Story



There is a



Jaguar.

A



Kangaroo

hops along the path.

He passes a



Lion

sleeping in the grass.



A

climbs a tree to find a



Nut.

An



looks at him.

A



and a



dance on a branch.

Parrot

Quail

A little



runs into a hole.

Rabbit

**Note to the teacher:** Teach the ABC song and sing it with them. Read out the story. Emphasize on the letters of the alphabet.





## Let us write



Trace the letters.

J K L M N O P Q R

j k l m n o p q r



## Let us sing

Where is Kavitha? (2)  
Please stand up (2)  
Do a little clapping (2)  
Sit down please.

Where is Kavitha? (2)  
Please stand up (2)  
Do a little stamping (2)  
Sit down please.

Tune: Where is Thumbkin?

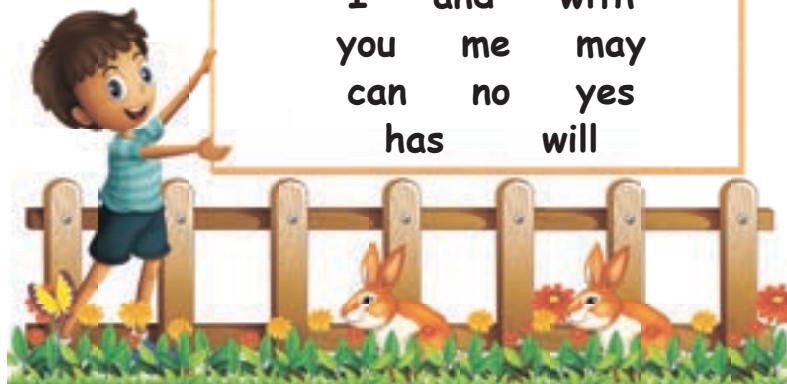


## Let us do



### Word wall

I and with  
you me may  
can no yes  
has will



### Word wall activity

Clap....Snap... Stamp.

Display the words on the board. Encourage children to practise the words as follows:

Say the word "you" followed by a clap.  
Spell the word "y" (snap your fingers),  
"o" (snap your fingers),  
"u" (snap your fingers).

Say "you" again and stamp your foot.

Repeat the same for the other words also.



### Circle time- Let us play



Have children stand in a circle and pass the ball. Stop passing the ball and ask "Who has the ball?". Make the class say, "John has the ball" mentioning the name of the student who has the ball. The student with the ball keeps quiet.



### Let us practise



has a kite.



has a bat.



### Let us do together



What do you play with? Draw it.

Name your friend's toy.  
My friend has a \_\_\_\_\_.



### Think zone - Circle the odd one.

1.



2.





## Let us say



\* Listen to the sound and repeat.

i s b d l c h

### Listen and say

<b>s</b> as in  	<b>b</b> as in  	
<b>i</b> as in  	<b>l</b> as in  	<b>d</b> as in  
<b>c</b> as in  		<b>h</b> as in  

### Blend and say aloud

h i p ⇒ hip	s i t ⇒ sit	d i n ⇒ din
t i p ⇒ tip	h i t ⇒ hit	b i n ⇒ bin
d i p ⇒ dip	l i t ⇒ lit	t i n ⇒ tin



**Note to the teacher:** Show the flashcards of the letters. Say the sound of each letter aloud and get children to repeat it. Say the sounds as follows:  
i /I/ s /s/ b /b/ d /d/ l /l/ c /k/ h /h/.





## Let us do



### Word wall

sip hip lip dip nip tip  
din pin tin bin bid lid  
bit sit pit hit lit



sat mat pat pad had lad  
map cap nap lap tap  
can man pan tan cab tab



### Word wall activity

Jump in... Jump out

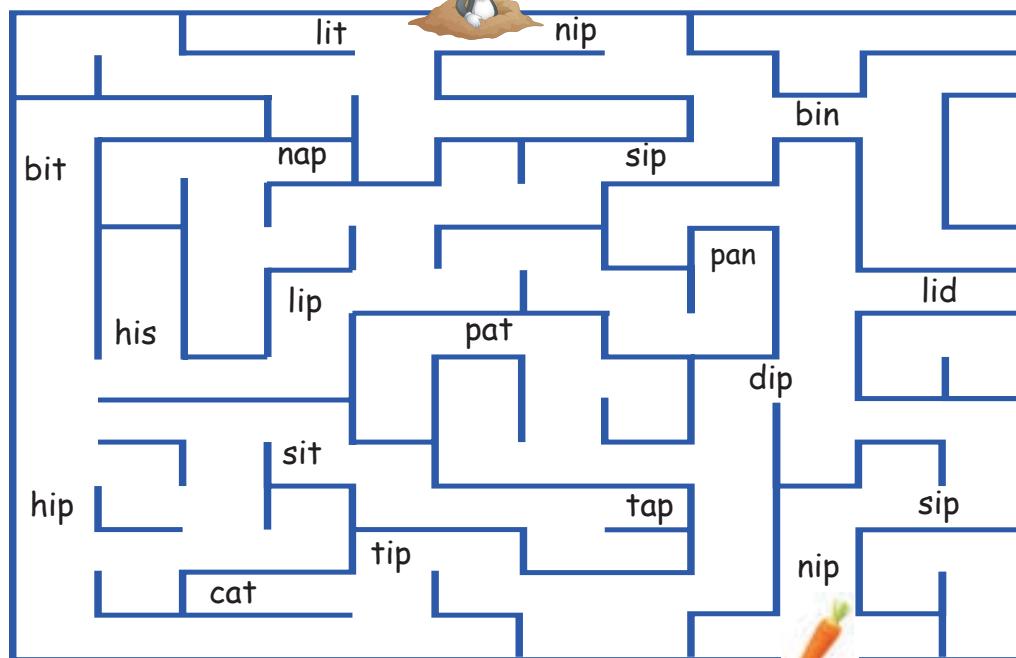
Display the words on the board.

Make children stand on a circle.

Read out the words randomly like  
sip, map, hip, cap, dip, tin...

Encourage children to jump in for  
the words with 'a' sound and jump  
out for the words with 'i' sound.

Help the rabbit to reach the carrot. Follow the words.



## Let us practise

This is a **pin**.



This is a **nib**.



This is a **bin**.



This is a **lid**.



## Say aloud

Is it a pin?  
No, it is not.  
Is it a bin?  
No, it is not.



Is it a fin?  
No it is not.  
Is it a tin?  
Yes, it is.





Let us learn

## The Magic Fish



It is a big sea. All the sea animals are white. There comes a colourful fish.



Sure. I can make  
you colourful.





The dolphin wants blue. The magic fish shares it.

Blue suits you well.

Thank you magic fish.

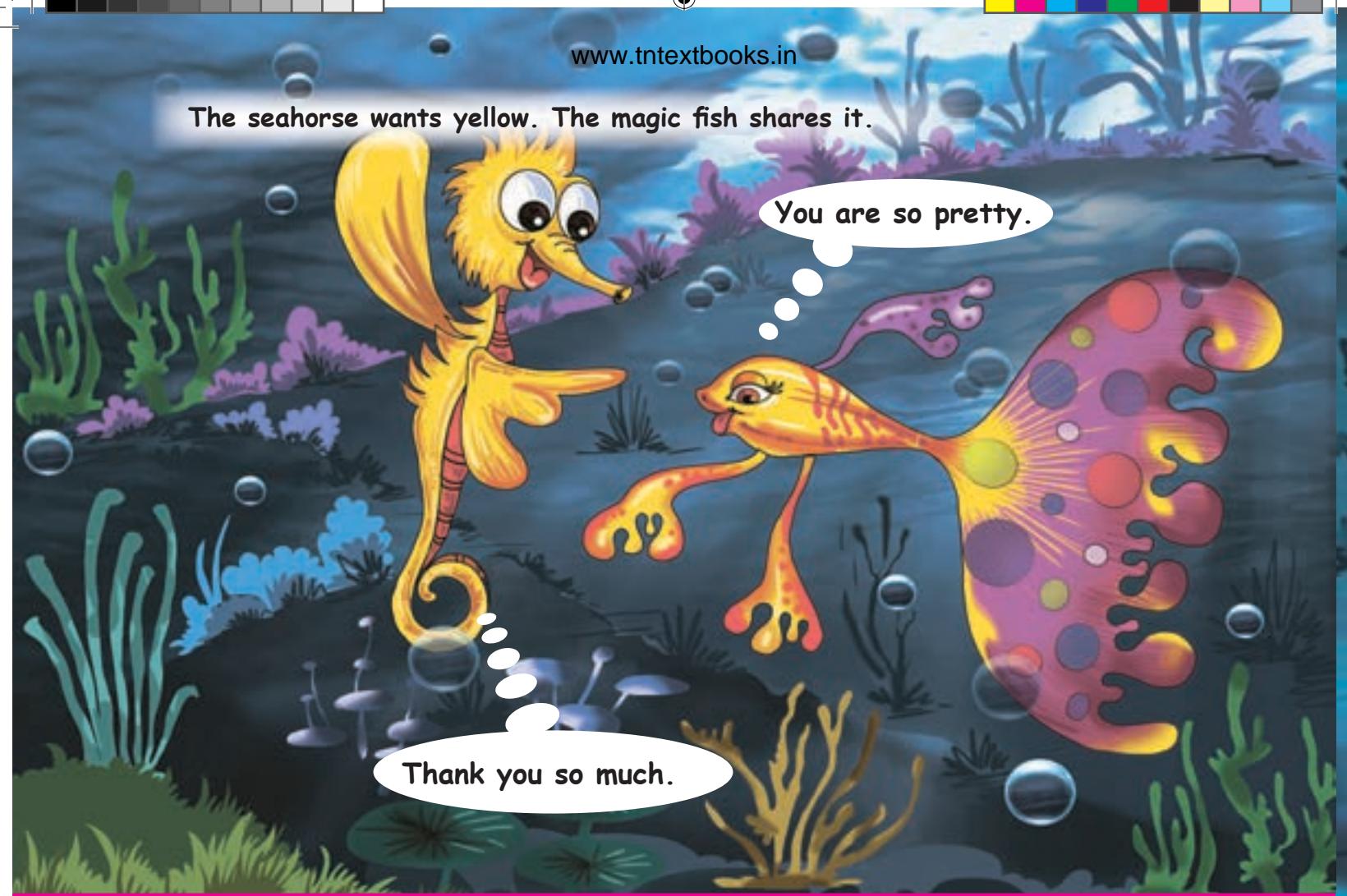
The crab wants orange. The magic fish shares it.

Am I beautiful like you?

Yes, You are very beautiful.



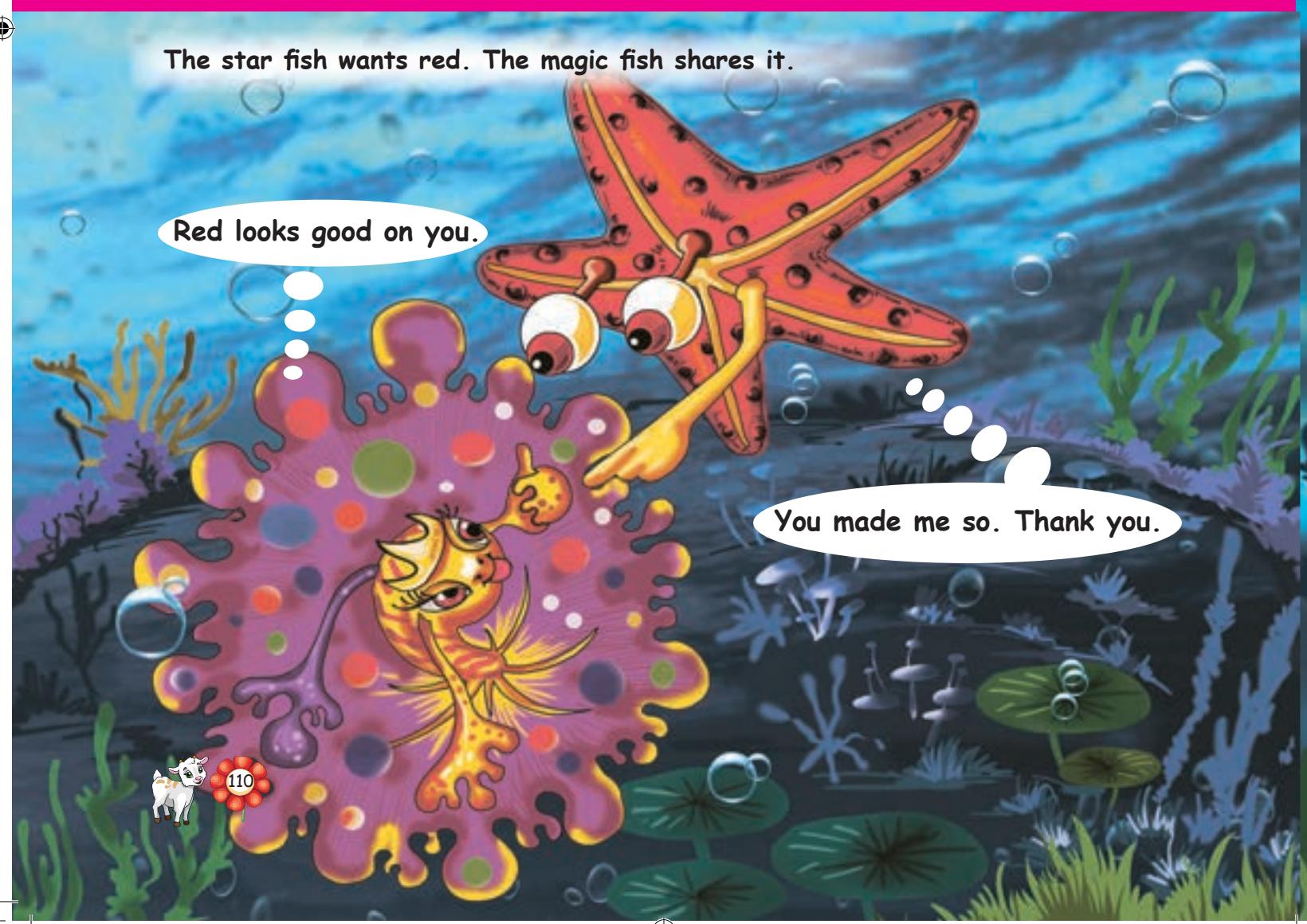
The seahorse wants yellow. The magic fish shares it.



You are so pretty.

Thank you so much.

The star fish wants red. The magic fish shares it.



Red looks good on you.

You made me so. Thank you.

All the animals are colourful now. The sea is happy.

You look very colourful.

Thank you.

Are you happy?

Yes, we are very happy.

Sharing is caring.

**Note to the teacher:** Encourage children to learn the names of different colours.  
Focus on using 'thank you' in various contexts.





## Let us follow



Circle any three things that you share with your friend.



Talk with your friend. Does your friend have the same list? Yes  No

How do you feel when you share? Colour or

Tick the correct magic word.



When you get a gift,  
what will you say?

Sorry  Thank you



When you break a glass,  
what will you say?

Sorry  Please



## Let us do



### Word wall activity

I spy... you say...

Display the words on the board.

Choose any word and spell the first and last letter of that word.

Eg. I spy a word starting with 'k' and ending with 'e'.

Encourage children to guess and shout out the word.

Practise all the words similarly.



## I can do

\* I. Listen to the teacher and circle the correct picture.



II. Tick (✓) the correct colour.



blue  orange



white  orange



blue  red



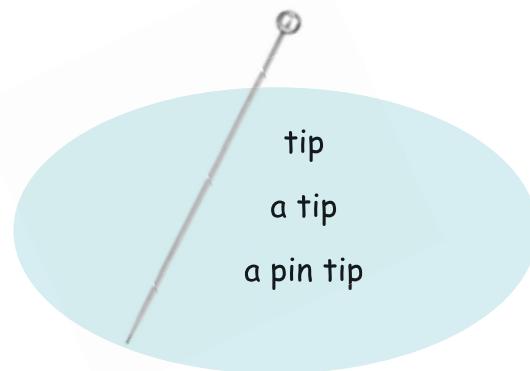
yellow  white

III. Recite any one of the poems from the lesson.

IV. Read aloud.



cat  
a cat  
a fat cat



tip  
a tip  
a pin tip

V. Write the first letter of the picture.



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### ★ Listening Text

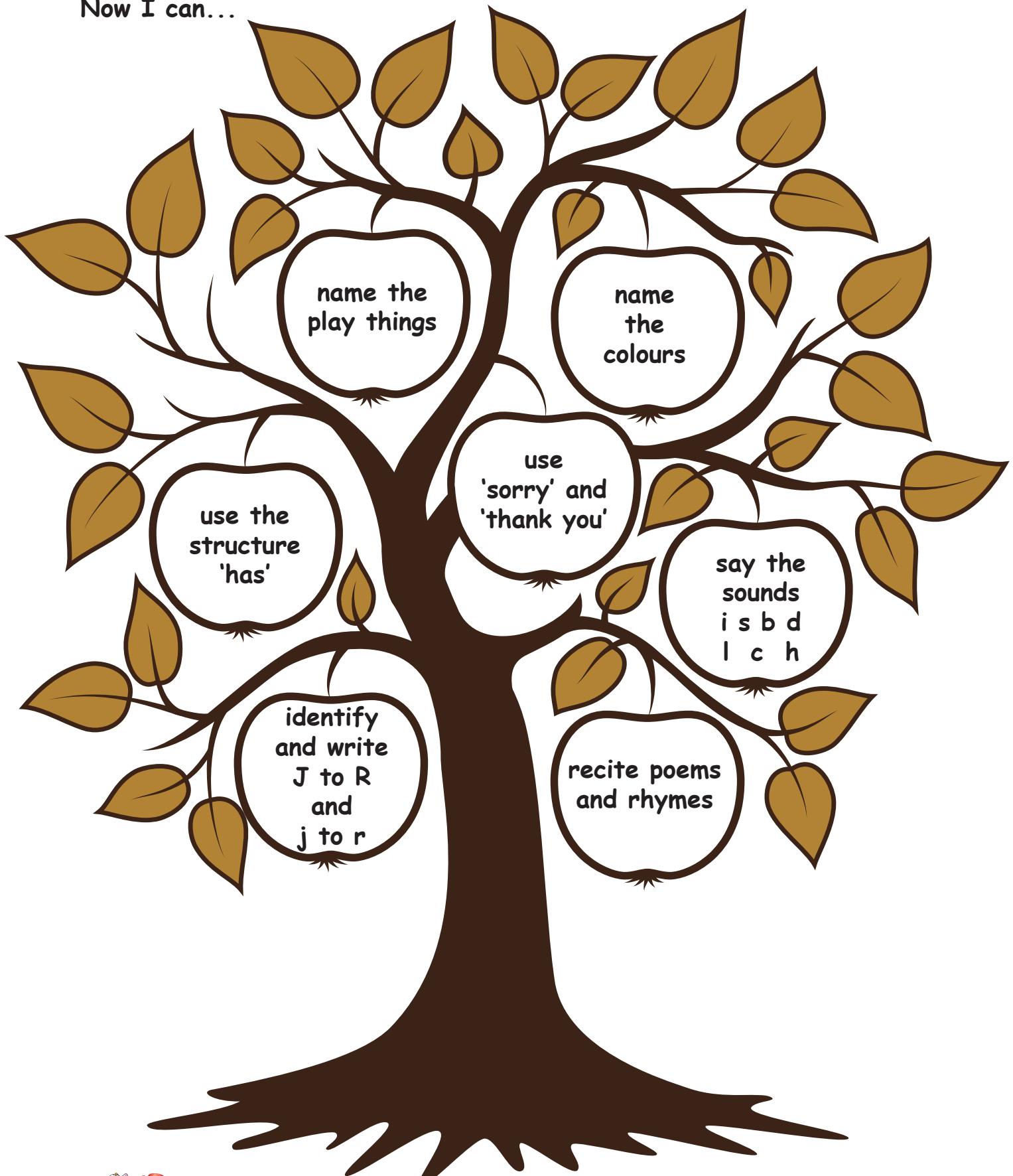
Note to the teacher: The rabbit is flying a kite.





## Learning outcomes

Now I can...



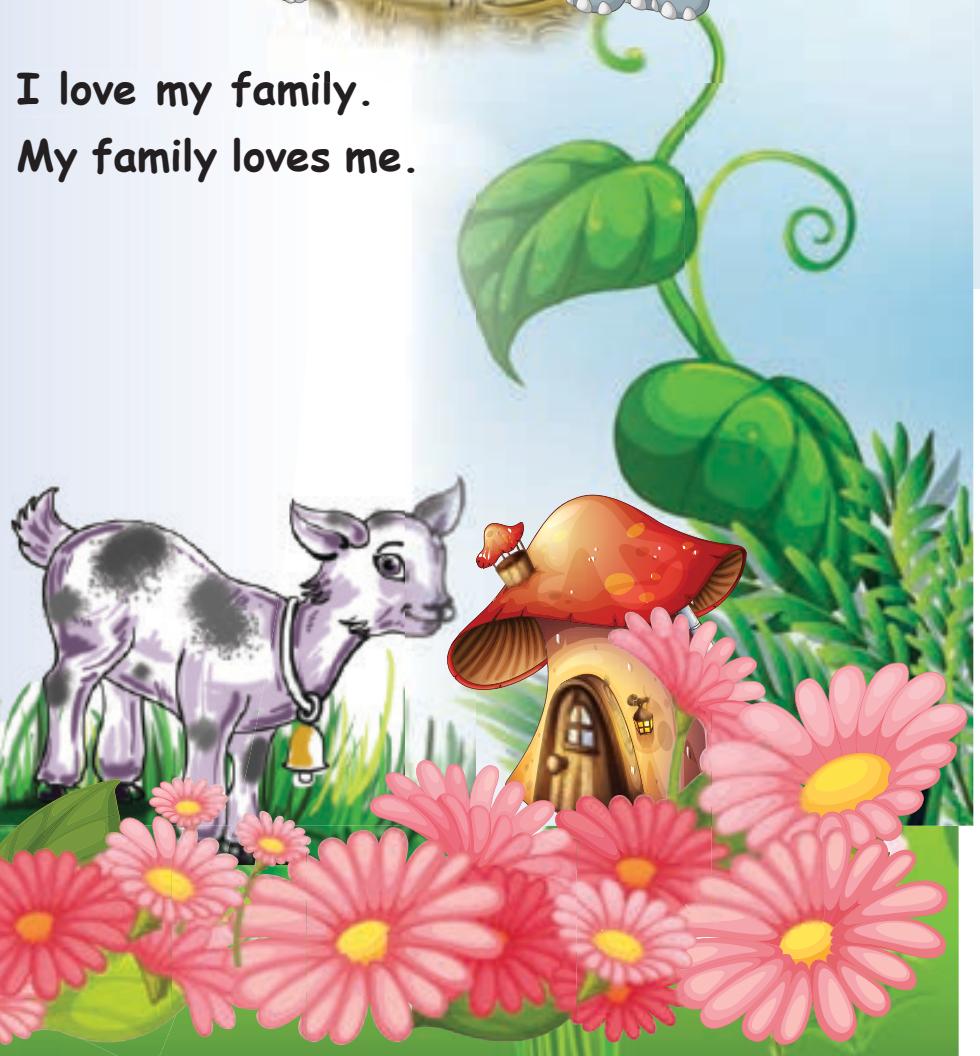
**Note to the teacher:** Ask children to colour the apple when they achieve the learning outcome.



## Families



I love my family.  
My family loves me.





## Let us sing

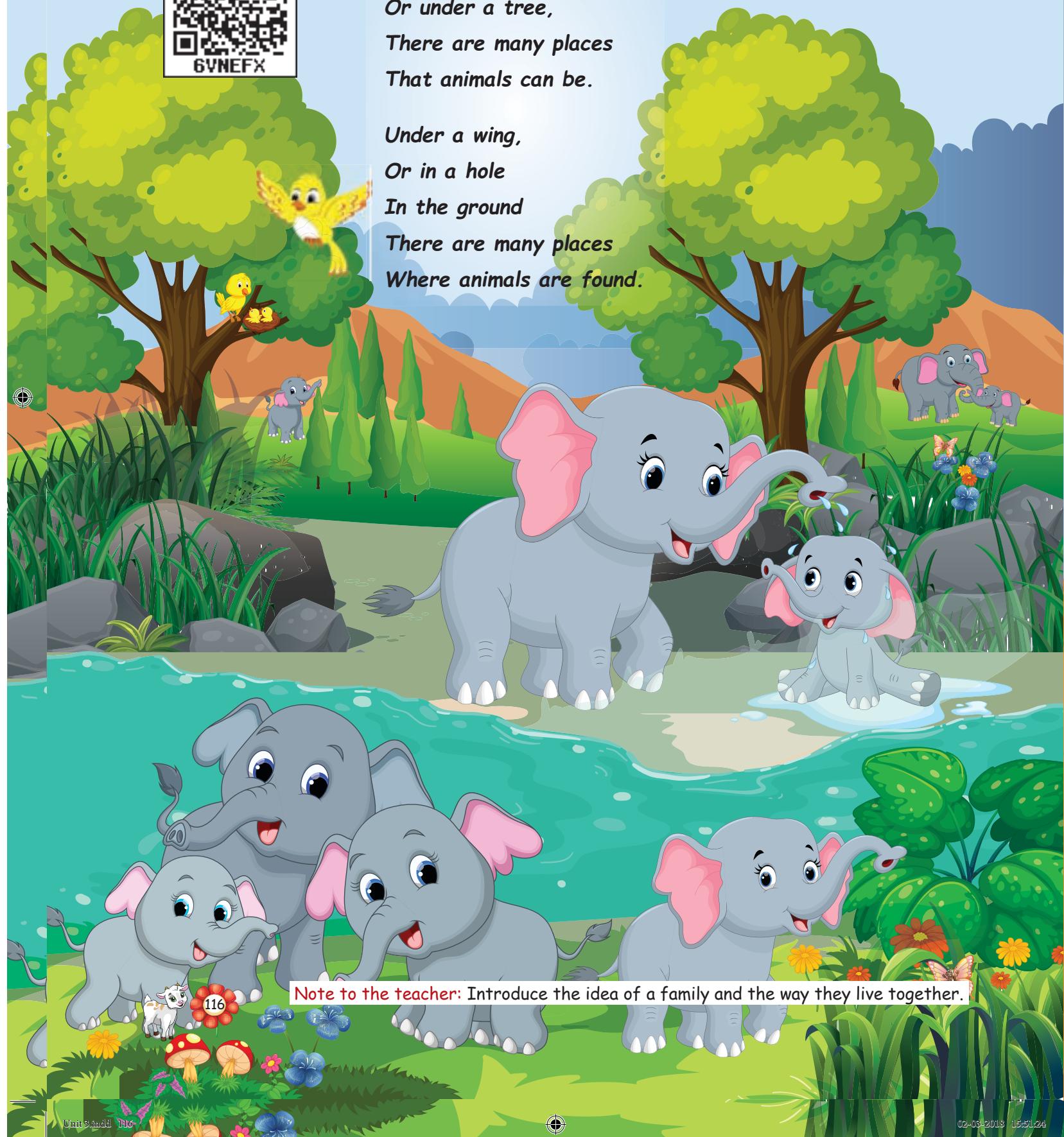


What do you see in this picture? Tell your friend.



In a nest,  
On a branch,  
Or under a tree,  
There are many places  
That animals can be.

Under a wing,  
Or in a hole  
In the ground  
There are many places  
Where animals are found.



Note to the teacher: Introduce the idea of a family and the way they live together.



## Let us learn

I am Nila.

I live in Salem.

I call my father Appa.

I call my mother Amma.

My sister's name is Meenu.



father

mother

grandma

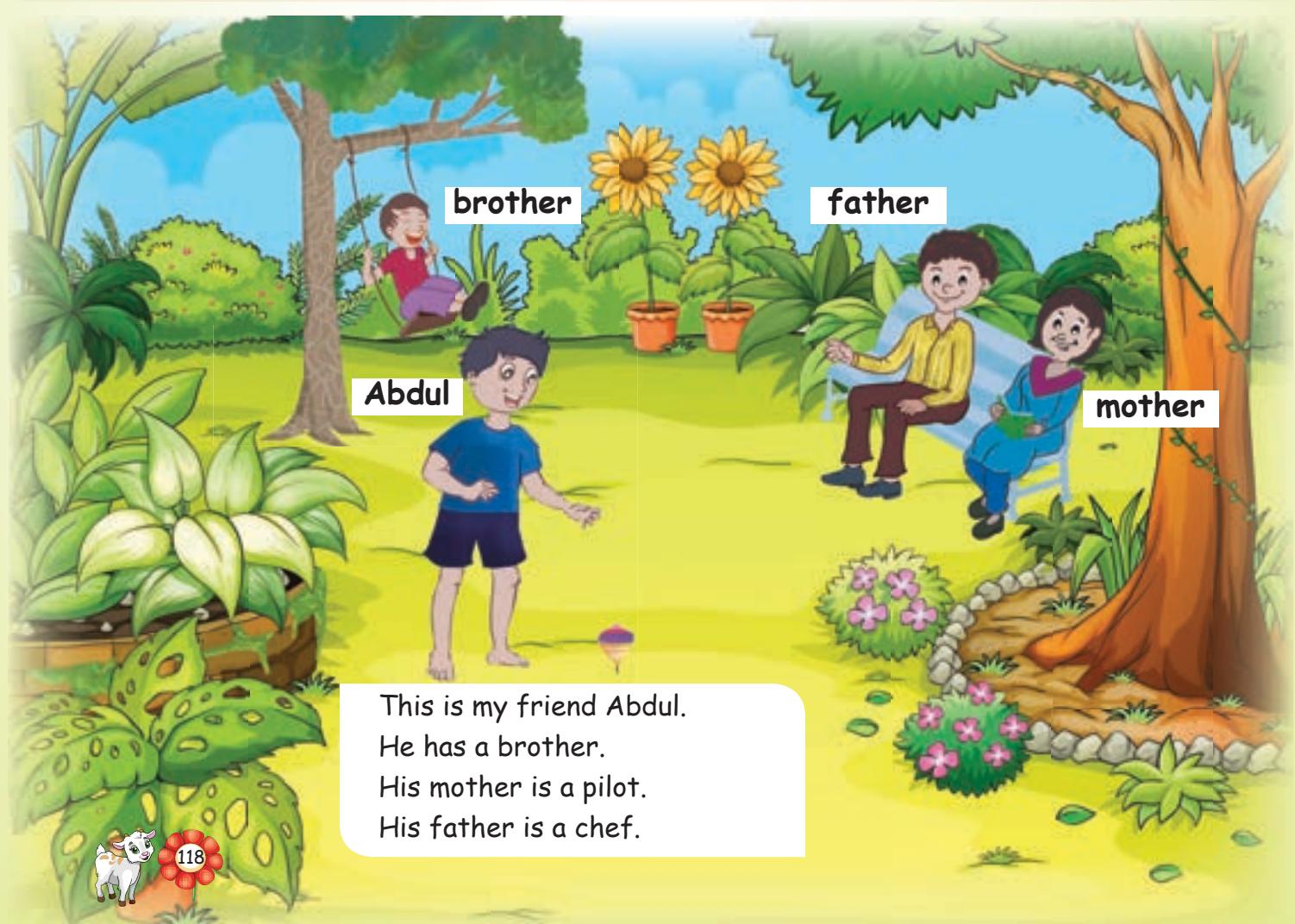
sister

grandpa

Nila

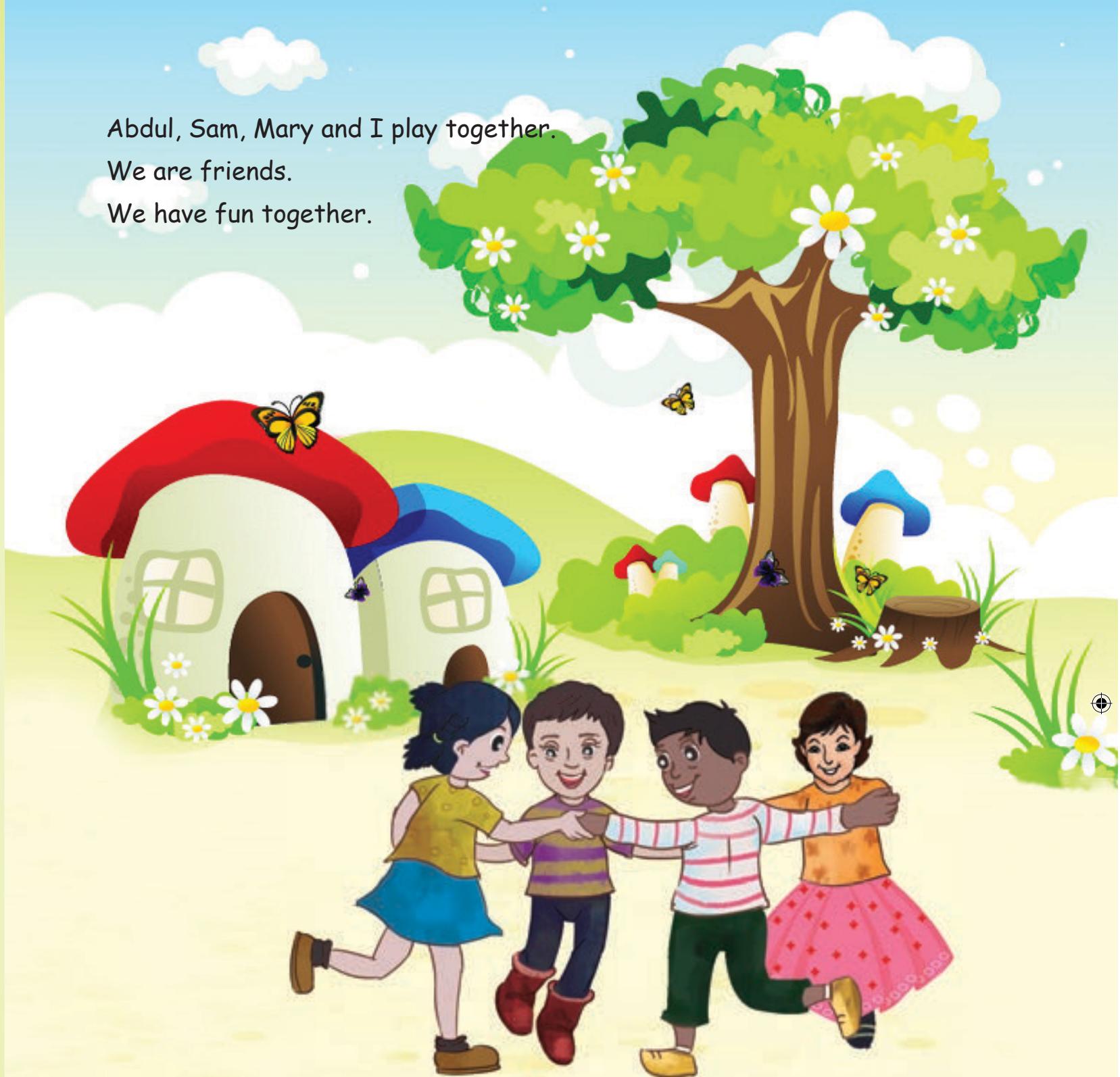
**Note to the teacher:** Encourage children to point out the various members of the family as you call them out. Make them follow the text and ask questions "Is it a big family?" and so on.







Abdul, Sam, Mary and I play together.  
We are friends.  
We have fun together.



Our friends and family make us happy.



M	N	M	N	M	
A	C	E	G	I	





## Let us sing



## Families



6H76J8

**Families are different.  
How many are there in a family?  
Two or four,  
Five or six or more?  
I have a family  
You have a family  
We all have families  
But families can be different.**

### Listen and repeat

My family helps me.  
My family loves me.  
My family takes care of me.  
My family keeps me safe.



**Circle time - Let us talk:** Encourage children to talk about their family and what they do together at home. In conversation, introduce the vocabulary for relationships: mother, father, grandpa etc., and ask their names.



## Let us understand



### 1. Write T for True / F for False in the box.



Nila's grandpa reads the newspaper.



Abdul's father is a pilot.

### 2. Match the following.

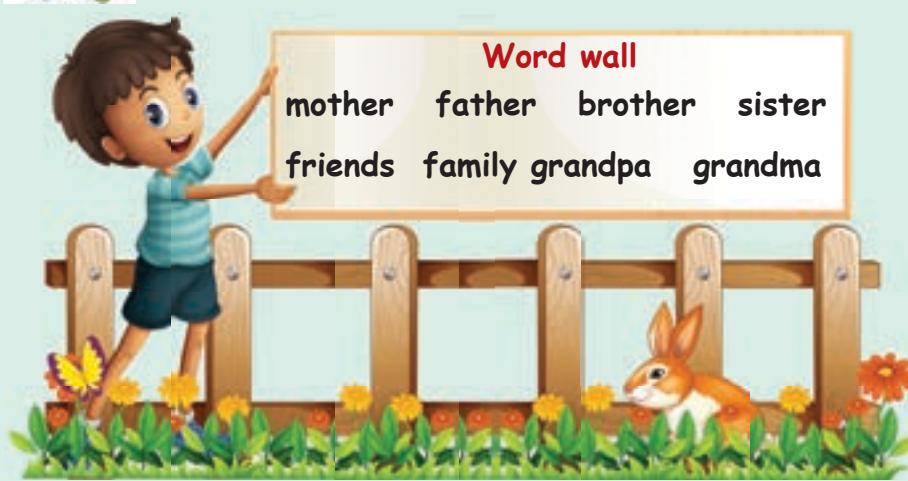
Mary's family	small family
Abdul's family	big family
Nila's family	two members

### 3. Listen, Think and Say.

1. Who wipes the window?
2. Who plays on the swing?
3. Whose father is a chef?
4. Whose family is a big family?
5. How many people are there in Mary's family?



## Let us do



### Word wall activity

Display the flashcards with pictures of family members.

Make children look at them.

Remove them.

Encourage children to recall the names of the picture.





## Alphabet Story



### A Happy Jungle



The  has a baby. The  has a cub.

**S**quirrel

**T**iger

The  has a chick in the hole of a tree.

**U**papa

The  chick lives high up on the rock.

**V**ulture

Baby  is a pup. Baby  is a cub.

**W**olf

**fo****X**

Baby  is a calf and baby  is a foal.

**Y**ak



**Z**ebra



**Note to the teacher:** Teach the ABC song using QR code and sing it with them. Read out the story. Emphasize on the letters of the alphabet.

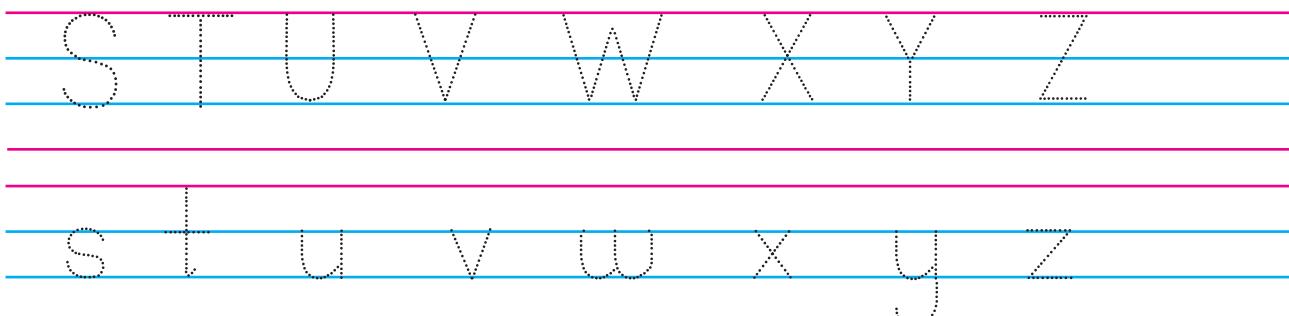




## Let us write



Trace the letters.



## Let us do



### Word wall

are there more you  
this is these care who  
play her his where on

### Word wall activity

Display the words given in the word wall on the board.

Practise the words by asking as many questions as possible.

Eg: "Is this your pen?"

Practise all the words similarly.

**Note to the teacher:** Discuss the use of magic words like thank you and sorry. Encourage children to talk about the pictures and the use of magic words in this context.



### Think Zone - What comes next? Fill in the box.



CAT	TAC	BAT	TAB	PAT	
HEN	PEN	HAT	PAT	HIT	





## Let us sing



dance



eat



## Let us do together

### What are they doing?

Hop a little, jump a little  
one, two, three.



jump

Run a little, skip a little  
tap one knee.

Bend a little, stretch a little  
nod your head.

Yawn a little, sleep a little  
in your bed.



smile



cry



sleep



clean



124



124

What can they do? Discuss with your friend and colour the boxes.

	cry	laugh	speak	fly
	fly	read	hop	sing
	run	jump	sleep	write



## Let us say



### Say aloud

Shake your hand a a a  
Shake your leg e e e  
Shake your hips i i i  
Shake your body o o o  
Shake your thumb u u u

### Listen to the sound and repeat.

e o k g f m r



Ben has a hen.  
Ben fed a hen.  
Ben fed a red hen.  
Ben fed ten red hens.

### Listen and say



**Note to the teacher:** Show the flashcards of the letters.

Say the sound of each letter aloud and get children to repeat it.

Say the sounds as follows: e /e/ o /o/ k /k/ g /g/ f /f/ m /m/ r /r/.





### Blend and say aloud

s e t	set	n e t	net	l e t	let
g e t	get	p e t	pet	m e t	met
l o g	log	j o g	jog	f o g	fog
n o d	nod	g o d	god	r o d	rod

### Say aloud

a pot  
a hot pot  
a hot pot on the cot



### Let us practise

This is a net.



This is a dog.



This is a hen.



This is a mop.



### Let us do

• set	net	get	bet
.. red	led	bed	fed
... hen	den	pen	men
:: dot	got	hot	lot
:- cop	hop	mop	pop
:-: log	hog	fog	jog



### Word wall activity

#### Roll and Read

Divide the class into groups.

Select the leader for each group.

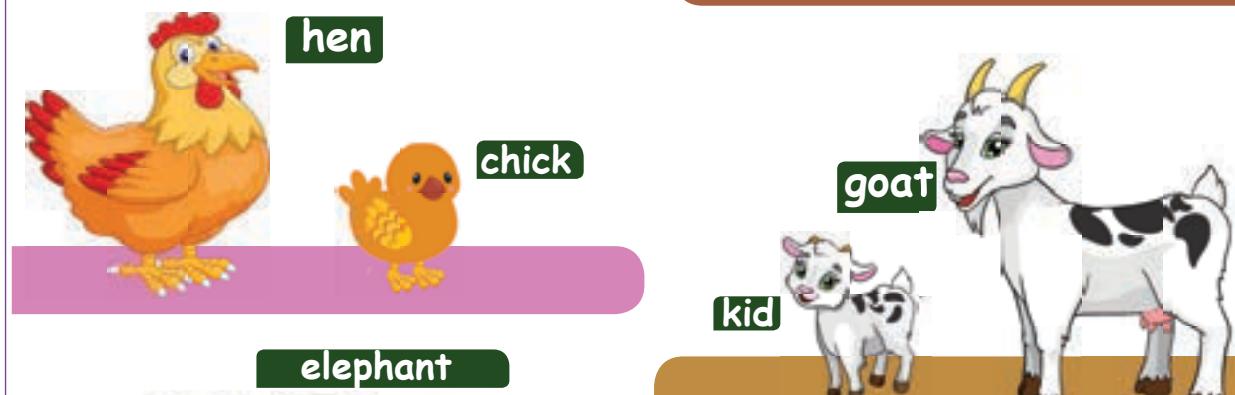
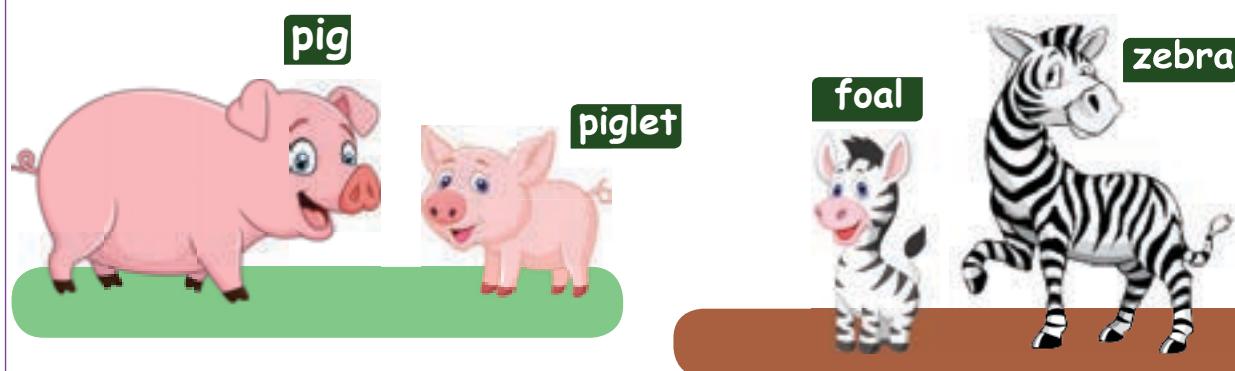
Ask the leader to roll the dice to get a number from 1 to 6

The children in the group read out the words for the number given in the word wall.





## Let us learn



### Circle Time - Let us play

Divide the class into two groups.

Distribute the picture cards of young ones to one group and the picture cards of mothers to the other group.

Allow the young ones to find their mothers.





## Let us sing



This is the way  
We dig the ground,  
dig the ground, dig the ground  
This is the way  
We dig the ground  
Early in the morning.





- I. Who digs the ground?
- ii. Who plants the seeds?
- iii. Who waters the plants?
- iv. What did they see?



**Note to the teacher:** Encourage children to say this rhyme with the following phrases such as, dig the ground, plant the seeds, water the plants to the tune of "This is the way we..."





## Let us understand



1. Tick the correct young ones.



2. Choose the correct word from the box and write.

calf    piglet    kid    duckling    cub    chick



cub



.....



.....



.....



.....



.....

3. Write the animals or the young ones that you see around.

.....

.....

.....

.....





## I can do

### I. Read and tick the word.



It is a .

pig

duck

lion

It is a .

foal

piglet

chick

It is a .

duckling

chick

kid

### II. Match the picture with the action word.

	eat
	clean
	dance

### III . Recite any one of the poems from the lesson.

**IV. Write the missing letters.**

r a	e r	p a	q u	r e	l f	o x	a k
-----	-----	-----	-----	-----	-----	-----	-----

Tig \_ \_

Upa \_ \_

Wo \_ \_

F \_ \_

y \_ \_

Zeb \_ \_

**V. Tick Yes / No.**

- I have a grandmother. - Yes  No
- I have two brothers. - Yes  No
- My family is a big family.- Yes  No
- I play with my friends. - Yes  No

**VI. Listen and answer.**

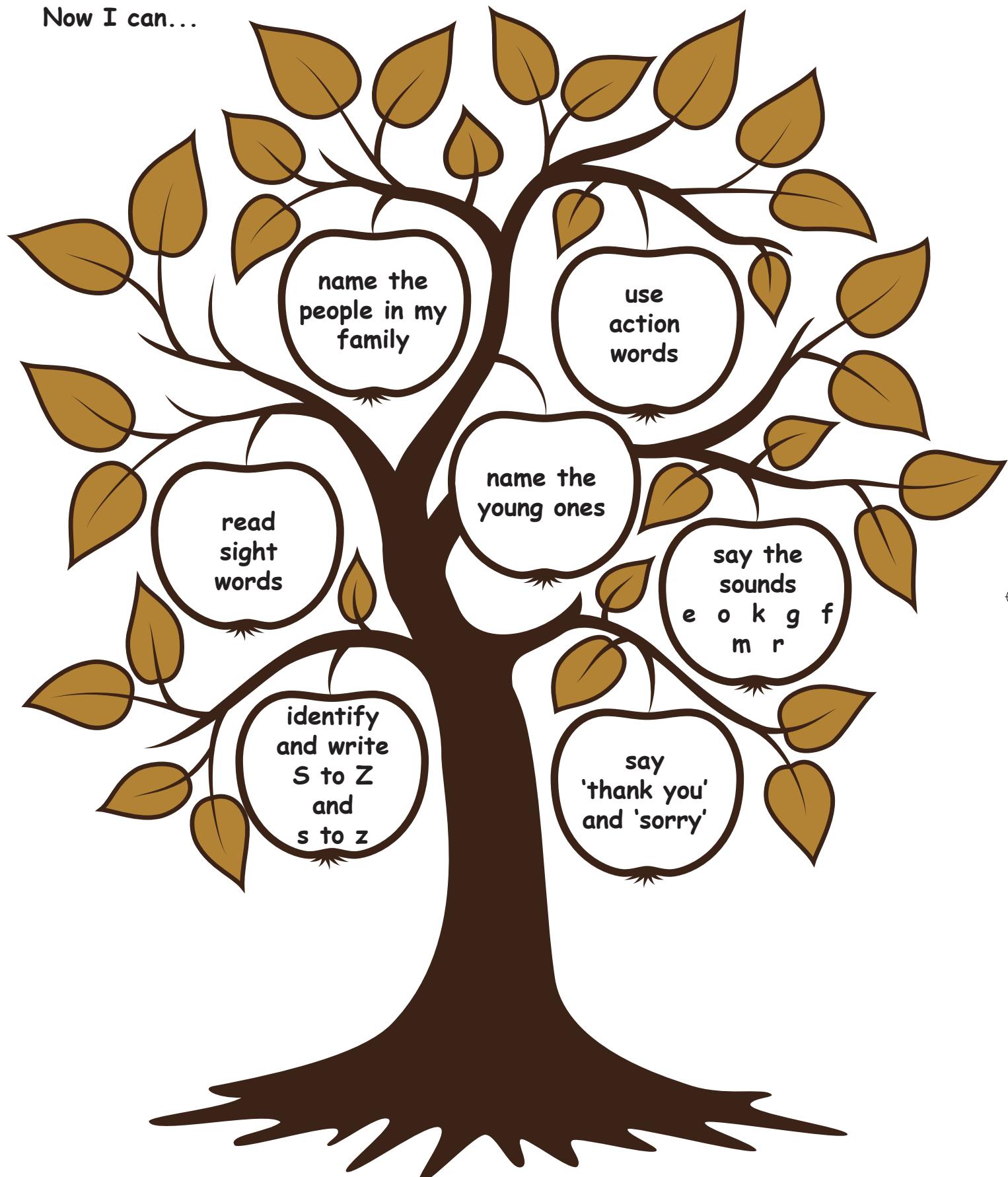
- Who digs the ground?
- Who plants the seeds?
- Who waters the plants?
- What do they see?

**VII. Read aloud.**



## Learning outcomes

Now I can...



**Note to the teacher:** Ask children to colour the apple when they achieve the learning outcome.





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